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ABSTRACT

This book affirms that the behaviors of young people from culturally diverse populations need to be viewed from a cultural perspective, and that instruction should affirm students and empower them to achieve maximally as well as to benefit others. A theme that underlies the entire book is the advocacy of direct instruction in social skills, followed by opportunities for practice and conditions for maintenance. The first chapter emphasizes the relationship between culture and social behavior and highlights the importance of ethnic identity. Chapter 2 outlines generic and empirically validated methods for social skills instruction, consisting of skill training and cooperative learning procedures. Chapters 3, 4, 5, and 6 consider approaches pertinent to the education of Asian Americans, African Americans, Native Americans, and Hispanic Americans, respectively. Chapter 7 concludes the discussion with a consideration of gender differences. Within the framework of success for all, the book advocates achievement over survival, prevention over intervention, development over containment, and proactive approaches over reaction. References follow the chapters. (Contains eight tables.) (SLD)

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